



Harvard Graduate Society

Holyoke Center 732

Cambridge, Massachusetts 02135 February 1977

NEWSLETTER

GRADUATE EDUCATION—TIME FOR ASSESSMENT

By Acting Dean Peter S. McKinney, Graduate School of Arts and Sciences

In October 1974, Dean Rosovsky published *A Letter to the Faculty on Undergraduate Education*. He announced his intention to initiate a broad review of undergraduate education at Harvard. He gave several reasons. First, he noted that since the publication in 1945 of the "Red-book" — *General Education in a Free Society* — there had been vast changes in advanced research and, further, "the extraordinary accumulation of information, the development of new fields and methodologies, and changes in the character of the academic profession itself cannot help but affect what we do in the classroom."¹ Second, Dean Rosovsky recognized that Harvard was near the end of a "turbulent decade . . . in which social and political issues frequently dominated academic discourse."² This climate led to the selection of educational priorities and academic policies that were often not coherent or far-sighted. Third, he suggested that during the two decades of significant growth since 1952, during which time the size of the full-time faculty doubled, the undergraduates had not received a fair share of the added intellectual resources.

The task forces appointed by Dean Rosovsky in 1974 to review undergraduate education have developed reports which are now nearing completion. The faculty will soon discuss and debate the conclusions and recommendations of these task forces.

Because of the close relationship which intertwines undergraduate and graduate education at Harvard, this review cannot fail to affect the Graduate School. Thus it is an appropriate time to assess graduate education as well.

Harvard has uniquely integrated graduate and undergraduate education in the Faculty of Arts and Sciences. The University-College model that has developed here is based on an assumption that there is considerable overlap between the requirements of graduate and undergraduate education.

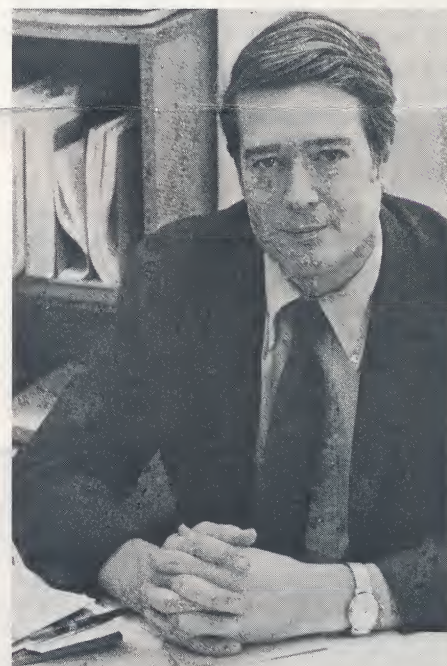
The concept is a good one in many ways and often serves well both graduate

and undergraduate students, but it also means that the factors that have led to a re-examination of undergraduate education relate as well to graduate education.

It has often been asserted that graduate education flourished during the decades of the 1950's and 1960's. No doubt, this was a "golden age" in many ways. Yet if one can claim that during this period of rapid university expansion, academic planning lacked coherence and was often guided by factors external to the university, then graduate education was also neglected in a fundamental sense. Those who would dispute this fail, I believe, to draw an important distinction between the scholarly and research interests of the faculty on the one hand, and graduate education on the other. Certainly, the two are closely linked — more so in the Sciences than in the Humanities and Social Sciences. But increased faculty concern and emphasis on scholarship and research during the past two decades have not automatically led to concern for the "process" of graduate education. The Wolff report,³ published in 1969 — barely after the height of the "golden age" of graduate education — is eloquent testimony to this fact. Many will recall that this report spoke to serious problems of morale, educational and institutional neglect and academic planning in graduate education. It seems particularly appropriate to re-examine this report and its recommendations at this time.

The primary recommendation made by the Wolff Committee was to reduce the size of the Graduate School by 20%. It was felt that size was the fundamental problem from which other serious problems arose. The reduction in size has been accomplished, indeed slightly exceeded. In this academic year 2300 graduate students are in residence compared to 3100 in 1967-68.

A second recommendation — that a review and revision of financial aid be made to reduce at the least financial uncertainty — has been accomplished. Students are now promised financial assistance, on a need-related basis, so long as they remain in good standing. The revised financial aid



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plan has required a major increase in the allocation of FAS unrestricted funds to the Graduate School.

As significant as these accomplishments are, many of the problems identified in the Wolff report have not yet been adequately addressed and will not be until we carefully examine the process of graduate education at Harvard and the role that the faculty must play in it. In short, we must ask many of the same questions Dean Rosovsky has raised in relation to undergraduate education.

The Wolff Report put it well:

A distressingly large number of graduate students find their experience at Harvard disappointing. They have little sense of belonging to a fellowship, and they keenly miss the enrichments and gratifications that consociation might offer. Their range of relationships with each other is, they believe, much too limited. But it also troubles them that their relationships to the faculty, their department,

and the University are tenuous, ambiguous, and generally unsatisfactory. They had hoped that graduate student life would involve stimulating interchange, not only within the areas of their specialties but extending to other intellectual realms that interest them. They find little of the former and less of the latter. They had hoped to be regarded by the faculty as members of a scholarly company to which the faculty members themselves belong. They find — or believe they find — that they are regarded as subordinates and outsiders to be processed, graded, labeled, and sent forth. They had hoped that they would have as a group a place and a share in the departmental and University communities. They feel that the graduate student body is a fifth wheel seldom remembered when plans are considered and priorities are established.⁴

To solve this problem satisfactorily will require that we give serious attention to the social and intellectual environment we provide graduate students. We must pay more attention to academic "due process" in the broadest sense.

The recommendations of the Wolff report remain pertinent:

1. We believe that the Graduate School badly needs facilities which will enable and encourage its students to congregate. To be specific, Harvard should provide a Graduate Center. Though the Houses do perform this function for undergraduates and for the Teaching Fellows lucky enough to be attached to them, the rest of the graduate population remains not only outside the pale but keenly aware of the contrast between the amenities provided for others and the social isolation that they recognize as their own lot.⁵

A graduate center has been suggested for many years. Harkness Commons was to serve this need but never succeeded because of its location. A modest facility in the yard which would provide a locus for graduate students would be most helpful. But equally important — and more attainable — would be an attempt to integrate graduate students more fully into the non-departmental life of the Faculty of Arts and Sciences by offering them house membership including meal privileges. This would provide an opportunity to all graduate students that is now restricted to some Teaching Fellows and tutors. Dudley House has graciously during the last three years extended membership to graduate students. This year over two hundred belong and participate in house activities. This has been a welcome experience for them. This "experiment" should be extended to other houses.

2. We urge that all departments without exception undertake as soon as possible to review their present grading practices and curricular requirements in consultation with individual graduate students and groups of graduate students. Certain departments are already so engaged. Even if a department finds that nothing in its present practices needs to be changed, such a review — we know — would have the enormous benefit of explaining and even demonstrating to the

graduate students why the present practices are useful, even valuable to them.⁶

With job prospects in many fields uncertain, it is of even greater importance today to improve the counseling and evaluating of graduate students. Difficult as it may be, it must be done as early as possible, with clarity and due process. We too often fail to make our expectations clear to students and do not help students measure their progress against these expectations in a systematic way. In the Graduate School there cannot be standardized requirements, but that means that each department and committee bears a special responsibility to make its policies and requirements clear.

3. The departments can and should inaugurate various measures to make graduate students realize that they are citizens rather than subjects of the departmental community. There ought to be machinery for regular consultation with graduate students on all matters that affect them, and the consultation should not be confined to grievances that the students present on their own initiative. Their counsel should be actively solicited.

4. There is a certain kind of device for enriching and dignifying the graduate educational experience which is hard to name or classify but which seems to us very promising. One form it takes is the "workshop," i.e., a small community of students with similar academic interests, probably clustering around one or more professors, but also deriving stimulus and a sense of purpose from students' long-run association with one another. Another form seems typical of the sciences, where it appears to be common for such groups to take early shape in a given professor's laboratory. The point is that there must be a direct and shared working relationship with a professor; that a sense of group membership must be generated; and that this should all occur as soon as possible in the graduate student's career. Most departments at Harvard cheerfully maintain tutorial for undergraduates, an extremely expensive and time-consuming but also often very gratifying educational arrangement. We have in recent years established "freshman seminars" to bring even younger undergraduates into early working contact with faculty members. It is characteristic of us that we have given little thought to analogous devices for graduate students who surely need such benefits just as much.

5. In the Natural Sciences it is often possible for a graduate student, working in association with one or more senior members of the faculty, to make a significant contribution to knowledge, to share in preparing and publishing the results of their joint experiments, to sign the publication as a co-author, and so, at an early stage of his graduate career, to feel himself a part of the learned world. This is much rarer in the Social Sciences and Humanities. Ways should be found to provide such opportunities to all students.⁷

Numbers 4 and 5 above address what is probably the most serious problem in our graduate educational process — guidance and assistance after the first two years of graduate study during the preparation of the dissertation. Many students feel lost

during this period. They often drift without guidance or encouragement, which leads to ever lengthening degree programs. There are few guidelines against which to measure progress. During this time many students "lose" themselves in undergraduate teaching. No doubt this provides them with valuable experience up to a point, and often provides the undergraduates with devoted teachers, but it also provides many graduate students a convenient escape from their most important task. Doing original scholarly work is often lonely, often erosive of self-confidence, and often frustrating. For students whose educational experience has heretofore been quite structured, it can be devastating. Yet, it is at this time, particularly in the Humanities and the Social Sciences, when students are left on their own. We should experiment with every possible device to provide more support and contact during this period of graduate study.

The Wolff report identifies clearly and forcefully some serious problems that face the Graduate School. One conclusion of the report, however, I feel should be re-examined at this time.

Early in our deliberations we decided that we should try to discover whether there existed among the Harvard faculty sentiment favoring major changes in the present system of graduate education at Harvard.⁸

This quote is taken somewhat out of context, but the thrust is clear — the present, traditional definition of the Harvard Ph.D. should not be altered. It should continue to be disciplinarily focussed and be primarily preparation for a life of research and scholarship. Political, economic and demographic realities of the next few decades suggest great change for society and for educational institutions. There will be need for scholars and scientists and Harvard is certain to continue to assist in their development. But we cannot fail to examine not just the numbers and mechanisms of our graduate programs but their substance as well. If we conclude that our present definitions are appropriate for our students and for Harvard then, at the least, we must articulate these principles clearly and say why we believe in them. However, we must not romanticize our defense of the scholarly life for its own sake if reality requires modification.

¹ *A Letter to the Faculty on Undergraduate Education*, Henry Rosovsky, October 1974, Faculty of Arts and Sciences, Harvard University, p. 1.

² *Ibid.*, p. 2.

³ *Report of the Committee on the Future of the Graduate School*, Robert Lee Wolff, Chairman, Herschel C. Baker, William N. Lipscomb, Robert G. McCloskey, Robert W. White, members, March 1969, Faculty of Arts and Sciences, Harvard University.

⁴ *Ibid.*, p. 48.

⁵ *Ibid.*, p. 56.

⁶ *Ibid.*, p. 57.

⁷ *Ibid.*, p. 57-59.

⁸ *Ibid.*, p. 6.

Middle Eastern Educators To Attend Summer Seminar

Educators from four Middle Eastern countries and the United States met at Harvard from November 28 through December 6 to plan the first Harvard International Education Seminar for Middle Eastern Studies, which is scheduled for summer 1977.

Conceived by the Harvard Summer School of Arts and Sciences and of Education, the program aims to provide a forum in which educators and scholars from Egypt, Iran, Israel, Turkey, and the U.S. can exchange ideas on the interrelated issues of youth, education, and society.

"This planning session at Harvard marks the first time that distinguished educators and scholars from these Middle Eastern countries have met to plan a joint Middle East seminar under the auspices of Harvard University," said **Michael Shinagel**, Director of Continuing Education and of University Extension. "People had the feeling that they were participating in something historic — that the 'Spirit of '76' at Harvard was a new spirit of cooperation."

Focusing on the topic "Perspectives on Youth, Education, and Society in the United States," the planning session represented a successful first step toward the realization of an idea that was born a year ago, when the Summer School began consider-

ing ways of diversifying its curriculum to meet the demands of an increasingly international educational milieu.

For three weeks from late July through mid-August, the 1977 program is expected to draw seven participants from each of the Middle Eastern countries, along with four or five Harvard participants. Topics to be discussed include cultural change, adolescence, moral development, youth culture (urban and rural), and alternative teaching and learning styles.

Conferees of the planning session (co-chaired by **Shimon Chasdi**, Director of the Harvard International Education Seminar) have agreed to constitute themselves as a steering committee for the development of the various activities envisioned. Plans are also being made to raise \$150,000 to launch the 1977 seminar.

Planning session participants (and their countries) were

Egypt: **El-Hadi Afifi**, Dean, Faculty of Education, Ain Shams University, Cairo; **Mansour Hussein**, First Under-Secretary of State, Ministry of Education, Cairo, **Yusef Salah El-Din Koth**, Director, Science Education Center, Ain Shams University, Cairo.

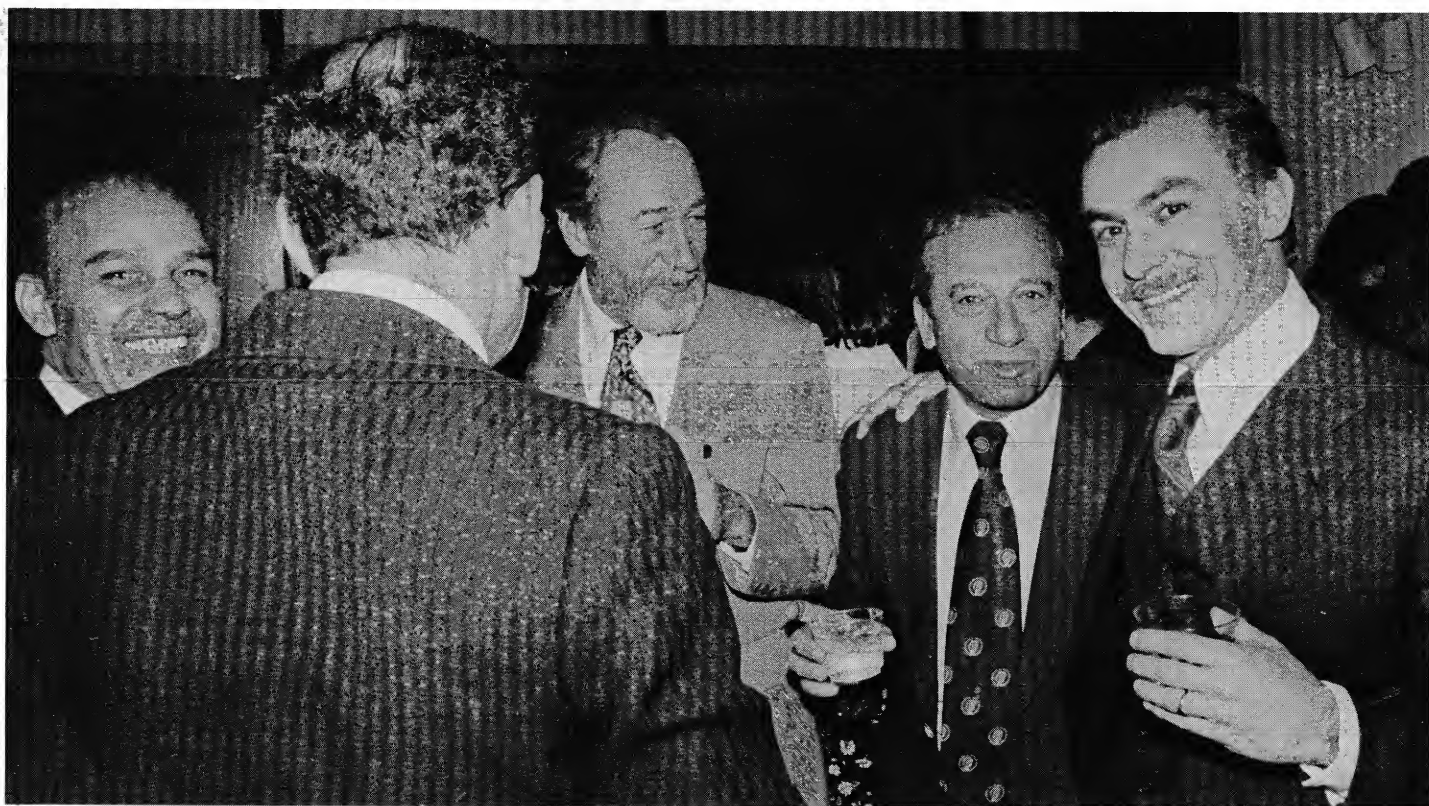
Iran: **Fakhrossadat Amin**, Vice Minister for Educational Affairs, Ministry of Education, Tehran; **Ali-Mohammed Kardan**,

Dean, Faculty of Education, Tehran University, Tehran; **Asghar Razavieh**, Director, Pahlavi University, High School and College of Education Project, Pahlavi University, Shiraz.

Israel: **David Chen**, Dean, School of Education, Tel-Aviv University, Ramat Aviv; **Baruch Levy**, Advisor to the Prime Minister on Social Services, Prime Minister's Office, Jerusalem; **Eliezer Shmueli**, General Director, Ministry of Education, Jerusalem.

Turkey: **Cevat Alkan**, Professor, Faculty of Education, Ankara University, Ankara; **Ulka Bilgen**, Member of the Board of Education, Ministry of National Education, Ankara; **Turhan Oguzkan**, Chairman, Department of Education; Bogazici University, Istanbul.

United States (Harvard): **Wilson Bishai**, Senior Lecturer on Arabic; **Shimon Chasdi**, Director, Harvard International Education Seminar; Co-Chairman, Planning Session; **Thomas E. Crooks**, Director, Summer School of Arts and Sciences and of Education; Chairman, Planning Session; **Robert Sperber**, Superintendent of Schools, Brookline, Massachusetts, and Visiting Professor of Education; **Michael Shinagel**, Director, Continuing Education in the Faculty of Arts and Sciences; Director, University Extension.



Twelve educators and scholars from Egypt, Iran, Israel, and Turkey met with University officials between November 28 and December 6 to plan for the first Harvard International Education Seminar for Middle Eastern Studies, which will be held here under the auspices of the Summer School in July and August 1977. Shown here are some of the participants at a farewell dinner December 12 in Holyoke Center: **Eliezer Shmueli**, General Director of the Ministry of Education, Jerusalem (Israel); Summer School Director **Thomas Crooks**, Chairman of the Planning Session; **El-Hadi Afifi**, Dean of the Faculty of Education at Ain Shams University, Cairo (Egypt); and **Michael Shinagel**, Director of Continuing Education and of University Extension. Facing away is **Mansour Hussein**, First Under-secretary of State in the Ministry of Education, Cairo (Egypt).

'JUNO' HIGHLIGHTED FOGG WINTER REMBRANDT EXHIBITION

JUNO, Rembrandt's painting of the goddess of wealth and marriage, finished about 1664 and considered one of the finest works of his late period, was on loan to the Fogg Art Museum through mid-December.

The painting was on display at the Metropolitan Museum of Art, New York, for the last ten years, until it was purchased by Armand Hammer, Chairman of Occidental Petroleum Corporation. JUNO's permanent home will be the Los Angeles County Museum. The painting will tour Europe and the Soviet Union this spring and summer.



Rembrandt's Juno (right). At left is Saint James.

UNRESTRICTED \$10,000 ALUMNUS GIFT

A check to the Harvard Graduate Society for \$10,000, accompanied by the following note, was one of the best Christmas presents the Graduate Society has received since its inception in 1950. The donor also, incidentally, made one of the very first gifts to the Society in 1950, on a more modest scale however!

"Somewhat smaller than the recent Mellon Foundation Grant, the enclosed is still probably somewhat larger than many gifts received by the Society. I felt it should therefore have an accompanying note, but I find I have nothing to say in such a note except that while the gift is unrestricted, I would be pleased to know sometime the purpose for which it is used."

As we have repeatedly said, gifts of any size and of whatever kind are greatly needed and deeply appreciated, but the *unrestricted gift* is the most valuable today when governmental and foundation support of graduate education at private universities have drastically declined.

Please seriously consider making a gift to the Annual Fund for 1976-77, if you have not already done so. The Graduate Society needs the help of every alumnus and alumna.

ASSOCIATES TO BE GUESTS OF COUNCIL AT JUNE LUNCHEON

All Harvard Graduate Society *Associates* will be invited to join the Graduate Society Council for cocktails prior to the annual June Luncheon in Harkness Quadrangle.

If you are not already an Associate, or have not renewed last year's membership, please enroll now and plan to be a guest at this event.

PLANNED GIVING

Attention is called once more to Harvard's planned giving programs. There are now three funds designed to meet the needs of almost every conceivable type of gift planning in an individual estate. These funds enable donors to continue to receive lifetime income from the gifts and also charitable income tax deductions and possible estate tax benefits.

1. **The Harvard Balanced Fund** is a pooled income fund seeking both current income and long-term growth of

principal. This fund was formerly called the Veritas Fund.

2. **The Harvard Income Fund**, a pooled income fund seeking high income, was formerly called The John Harvard Fund.

3. **The Harvard Growth Fund**, a pooled income fund seeking long-term growth of principal and increased income from such growth, is a *new fund* which should appeal especially to grandparents, as well as younger alumni and alumnae, because of its intended

long-term appreciation factor.

Please indicate on the enclosed confidential reply form which fund or funds interest you, and we shall be glad to send you further information.

The benefits to be reaped from planned giving, both by the donor and the recipient, are substantial, and everyone, no matter what the size of his or her estate, should adopt some such plan. Individuals are advised to discuss any such gift arrangements with their legal and/or financial advisers.